

# Ministerial Task Force on International Business Education

Interim Report - August, 1989



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# **MINISTERIAL TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION**

## **INTERIM REPORT**

### **EXECUTIVE SUMMARY**

#### **Introduction**

In January, 1989, the Minister of Advanced Education, in consultation with the Minister of Economic Development and Trade, established a task force to conduct a study of international business education. Specifically, the Task Force was to provide advice to the Minister of Advanced Education concerning the following:

1. the needs of the private sector and government in the area of international business education and the sustained demand for services;
2. the availability of international business education programming currently provided by the public post-secondary system in Alberta and in other western provinces and by the private sector;
3. the effectiveness of current programs and resources in meeting the needs of the private sector and government to determine those needs which are not being met;
4. the degree of support, from the private sector, for an international business education initiative designed to provide needed services.

The Task Force was to prepare an interim report setting out the conclusions of the study and providing recommendations regarding any further investigation which may need to be undertaken during a second phase of the project, including recommending alternative approaches for meeting the sustained demand for international business education in Alberta, specific terms of reference and any changes in the membership of a task force to carry out a second phase, should it prove necessary.

To fulfill this mandate, the Task Force determined a plan to collect and analyze an extensive amount of information. A variety of methods were used including:



1. interviews of 31 selected leaders in Alberta exporting businesses;
2. interviews of 20 organizations and groups representing Alberta business interests;
3. interviews of 24 government officers responsible for promoting international trade;
4. a questionnaire to 400 Alberta businesses of which 127 replied;
5. a questionnaire to all Alberta's public post-secondary institutions and similar institutions in British Columbia, Saskatchewan and Manitoba;
6. a review of selected international business education programs operating in the United States and Europe;
7. a review of literature using ***Going Global: Meeting the Need for International Business Expertise in Canada*** published by the Corporate-Higher Education Forum in 1988 as a basis; and
8. a request for written briefs on the question of international business education from interested Albertans.

Through these means, the Task Force established an extensive information base which was analyzed to draw conclusions regarding the need for international business education including the level of support for such programming, the nature of programs required and the current status of international business education in Alberta. Details of the methodology and the complete findings (which are more far-reaching than the essential questions being addressed in Phase I of the Task Force activities) are included in the ***Ministerial Task Force on International Business Education Technical Report***.

## Summary of Findings

While not exhaustive, the following points serve to highlight the major findings from Phase I.

1. Alberta's exporting companies are polarized into either very large, often multinational and self-sufficient, or very small companies. It is estimated that in Alberta there are about 1200 active exporting companies in the manufacturing sector, which form the base for international business education programming in the province.
2. Many Alberta companies lack understanding and awareness of what is required to be successful internationally, and are not enthusiastic about

doing international business.

3. Exporting companies require short-term, targeted and specific courses for executives and staff. They indicate little immediate demand for formal international business education degree programs in Alberta.
4. A need for long-term educational programs at all levels is seen by those not directly involved in international business themselves (i.e., business associations and trade-related interest groups).
5. There is no generally-accepted definition of what constitutes international business education.
6. In Alberta, there is insufficient integration of international business education courses and initiatives within institutions and virtually no coordination of programming offered amongst institutions.
7. At present, a window of opportunity exists for cooperative approaches by institutions and the private sector in providing international business education programs and services to Alberta companies.
8. With respect to formal international business education programs in Western Canada, British Columbia is in a leadership position, offering undergraduate, post-graduate, certificate and diploma specializations.
9. In the U.S.A., the leading international business schools considered to be successful offer M.B.A. specializations in international business, including language training and area studies, as well as executive development programs. The presence of foreign students and linkages with foreign institutions contribute to the international context of their work.
10. In Europe, the most renowned institutions offer M.B.A. programs and a wide diversity of executive development programs. The faculty is international in composition and there is a high ratio of international students and executives. The institutions were established and supported by the private sector and operate as corporations for profit.



## Recommendations

There is a wide disparity in the volume and nature of international business and accordingly a wide range of international education training needs were identified as more or less urgent at this time. In the light of these findings, the Task Force believes that, through the provision of coordinated programs and services, there is an opportunity for education and training in international business to contribute to economic growth and diversification in Alberta. Accordingly, the Task Force recommends the following:

1. The Government should establish Phase II of the Task Force for the purpose of formulating concrete measures of a short, medium and long-term nature to meet the international business education and training needs and demands identified in Phase I.
2. Specifically, Phase II should make recommendations for government consideration concerning:
  - 2.1 alternatives for coordinating and funding international business education.
  - 2.2 the coordinated delivery of high-quality short courses and programs relevant to the specialized needs of Alberta businesses.
  - 2.3 the review and revision of existing curricula to reflect the changing global environment.
  - 2.4 the desirability and timing for developing certificate, diploma and degree programs.
3. Membership on the Phase II Task Force should be workably small, yet include representation from the private sector, government and various sectors of the post-secondary education system. As well, extensive consultation with external resource agencies and individuals should be established.



# DISCUSSION

An essential purpose of Phase I of the Task Force was to establish a current and credible information base concerning the need for international business education in Alberta. The series of interviews with 31 Alberta businesses having reputations for exporting their products and services, provided an initial data base. The questions and preliminary findings from the businesses interviewed served to guide the design of other data collection instruments, most particularly the business questionnaire. It should be emphasized that there was a very high response rate (127 out of 400 or 31 percent) from Alberta exporting businesses randomly selected to receive the questionnaire. This level of response itself suggests a substantial degree of interest in the area of international business education.

The review of literature, the written briefs, the survey of post-secondary institutions, the analysis of foreign business schools programs and the interviews of interest groups and organizations and government officers each contributed to the depth of the information base. In total, the information base developed by the Task Force has served to complement the findings of ***Going Global: Meeting the Need for International Business Expertise in Canada*** and, more importantly for Alberta, has provided a focus for addressing current and emerging provincial needs for international business education.

This Interim Report provides a presentation of the major findings of the Task Force and these are organized under four headings:

1. Profile of the Clientele for International Business Education.
2. The Need and Support for International Business Education.
3. The Current Status of International Business Education Programs.
4. The Nature of International Business Education Programming Required.

## Profile of the Clientele for International Business Education

Information from the industry interviews and the business questionnaire was revealing as to the characteristics of the potential clientele for international business education. All companies surveyed were registered with the Business Opportunities Servicing System (BOSS), maintained by Alberta Economic Development and Trade and listed as firms operating in Alberta and exporting their product or service on an international basis.

Participants in the industry interviews ranged from companies who were first-time international marketers to very sophisticated exporting corporations. The firms more sophisticated in international marketing have departments specifically designated to deal with international sales and marketing.



Of the 127 respondents to the business questionnaire (31 percent response rate), a majority (63 percent), operated in the manufacturing sector. Nearly 40 percent reported total annual export sales of under \$500,000, with primary export markets being the United States (38 percent), the Pacific Rim (24 percent) and Europe (19 percent). It was noted that in excess of 80 percent of the dollar value of exports flow to the United States. A majority of respondents had been exporting for three or more years and employed less than 50 staff. Typically, up to five staff members were involved in the international business activities of their firm.

As with participants in the industry interviews, respondents to the business questionnaire indicated a wide variation in the nature and extent of their international business experience. Respondents commented, *"Our lead office is in Toronto and we are part of an international business with operations around the world."* and *"...At this time, most all of our international business education comes through our in-house department in Tulsa..."*, while others stated, *"We are a small company operating in a specialized market."*, and *"Our company has very limited international experience..."*.

The business questionnaire provided information as to the way international business decisions are made and implemented. Nearly 90 percent reported that final decisions on international business ventures were made by the chief executive officer in Alberta. More than 90 percent reported that international business decisions were implemented by the chief executive officer in Alberta or by in-house staff located in the province. Implementation was also supported by agents abroad or by company staff located outside of Alberta or by a broker.

Findings from the industry interviews suggested that many of Alberta's exporters lack a planned approach to international markets and efforts have been by trial and error. Notwithstanding this general finding, some respondents to the business questionnaire reported a well-organized and developed strategy for international business success and an awareness of current global trends and developments in international trade. Many indicated that international business education and training is important to the success of their international business ventures. The next section of this report examines the need for international business education in some detail.

## **The Need and Support for International Business Education**

All respondents to the business questionnaire indicated that international business is important to the diversification of the Alberta economy. More than 88 percent indicated international business is important to the profitability of their company. As one respondent noted: *"Although our company does not do a large volume of sales internationally, I believe it to be of benefit to Alberta to have*



*a stronger position in international trade."*

Participants in the industry interviews generally noted that many of Alberta's businesses are not ready to compete in international trade. One respondent to the business questionnaire suggested that *"Until we can generate a market in Alberta and Canada, we do not want to attempt to generate international markets although our biggest market will be the U.S.A."* In a similar vein, another respondent noted, *"We feel that some companies, like ours, have not yet fully explored the potential that exists domestically, and that large ventures abroad would be risky at best."*

Findings from the interest group interviews suggested that, while the businesses themselves have not expressed an urgent demand for formal international business education per se, many of the international related organizations and associations to which Alberta businesses belong have taken a very active interest in international trade and business education. Among these associations, there was strong interest shown in stimulating international business education in Alberta and common support for some form of organization to take a leadership role in encouraging our business base to become more concerned about international trade. One respondent to the business questionnaire commented, *"Although our company may not immediately require the services of an international business education program, we strongly believe that implementation of such a program would be most beneficial for all Alberta companies concerned."*

## Skills and Abilities Needed to Conduct International Business

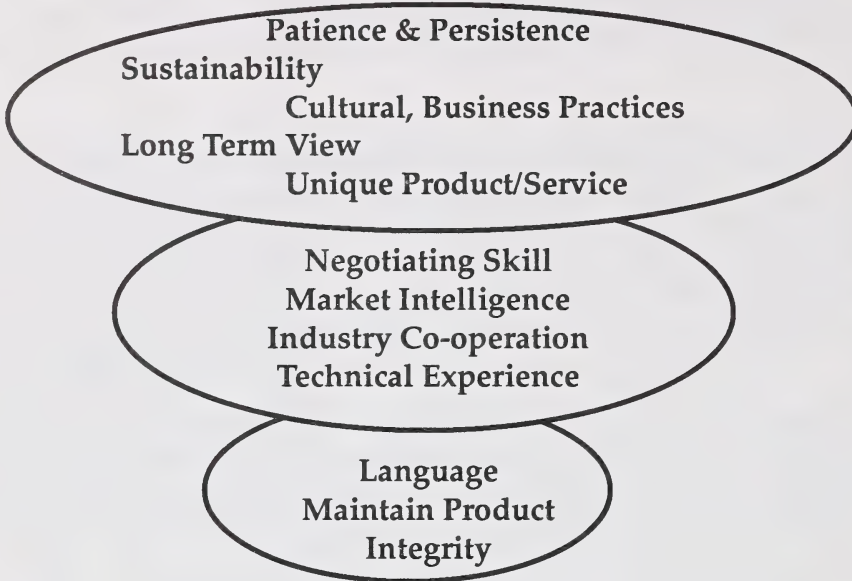
Participants in the industry interviews and the business questionnaire were asked their opinions of the importance of various skills and abilities to conduct international business. Figure 1 presents the placement of responses from the industry interviews on a degree of importance continuum. Respondents to the questionnaire considered personal characteristics (e.g., determination, interpersonal communications), professional experience (e.g., negotiating and bargaining skills, international marketing skills) and specialized knowledge (i.e., knowledge gained through some form of education or training such as economic and political conditions, product knowledge), as very important contributors to success in international business. These findings correspond to the views of government officers who suggested that international market research and international marketing, followed by the knowledge of business practice differences, were the key factors for successful international business.

Nearly 50 percent of the questionnaire respondents felt that specialized knowledge was most important with professional experience and personal characteristics following in order of importance. Approximately 80 percent of respondents to the questionnaire indicated a need for more professional experience and for specialized knowledge.

**Firgure 1**

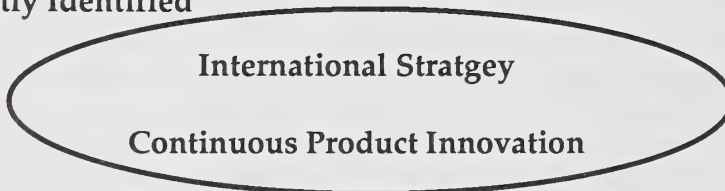
**KEY SUCCESS FACTORS  
in International Business \***

**1. Explicitly Identified**



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**2. Implicitly Identified**



**\* Circle size reflects degree of importance**

**Source: Overview of International Business Education Needs in  
Alberta, The Coopers & Lybrand Consulting Group, May 31, 1989**



## Learning Preferences

Participants in the industry interviews and the business questionnaire provided their views regarding various types of learning experiences ranging from in-house courses and workshops or on-the-job training to formal post-secondary training in Canada or abroad. Whereas there was generally a low level of awareness about the availability of international business courses and programs among those interviewed in the industry survey, a majority (58 percent) of respondents to the questionnaire indicated that they were aware of a variety of learning experiences but only 38 percent reported participating in any type of education or training. As one respondent to the business questionnaire noted: *"We are aware of many of these learning experiences outlined, but the problem we find is that they are not specific or are far too broad to be of much use for the segment of the agricultural sector we are involved in."* However, 64 percent indicated that they would participate in some form of course or program.

Respondents to the questionnaire concurred with the findings from the interviews of Alberta businesspersons in their view that on-the-job training was the most effective form of learning experience. As one respondent to the business questionnaire stated: *"We believe there is no substitute for hands-on experience in international marketing."* Similarly, another respondent noted: *"Our business is very unique. No outside International Seminars/Business Courses will give you the results that on-the-job training can give. The business must be learned from the ground up and at least three to five years is required."*

In discussing the development of the international executive, Blocklyn (1989:44) stated that an international business perspective is best achieved by those individuals who go abroad to work thus gaining the experience necessary to assist their companies to compete internationally. Exchanges with government or the private sector, executive exchange overseas, industry or government sponsored seminars, and formal post-secondary education in Canada or abroad were viewed as somewhat or moderately effective by those responding to the business questionnaire. In their view, academic/private sector consultants provided the least effective form of learning experience.

Government officers recommended short management and executive development courses along with executive exchange and student exchange, perhaps through summer job programs and work experience as being effective learning experiences for businessmen.

## Industry Support

Overall, more than 65 percent of respondents to the business questionnaire

indicated that they would consider or are willing to provide support to international business education in a variety of ways including serving on a program advisory committee (74 percent), providing opportunities for student work experience (60 percent), or part-time teaching (60 percent).

Seventy-one percent indicated their support for government/industry cooperative ventures. In this regard, Cochrane (1988:36) noted the need for greater collaboration and cooperation between post-secondary institutions and industry. In his view, our entry into world markets depends on a concerted effort to forge links which, at the most basic level, would ensure that university curricula is developed in those areas relevant to business needs. In his critique of *Going Global: Meeting the Need for International Business Expertise in Canada*, Christopher Maule (1988) recommended collaboration between units within a university and between universities as one way of proceeding.

While only 42 percent of respondents to the business questionnaire indicated that they would contribute financially to international business education programs, a preferred approach is to sponsor employees to take courses or programs (84 percent). This last finding corresponds to the information gathered from the industry interviews.

## **Current Status of International Business Programs**

As part of its mandate, the Task Force undertook to determine the current status of international business education programming in Alberta's post-secondary sector. As well, contact was made with post-secondary institutions in Saskatchewan, Manitoba and British Columbia to ascertain the nature and availability of international business education programming.

### **The Alberta Scene**

It is fair to say that currently in Alberta, international business education programs and services are at an early stage of development. Of approximately 141,000 students enrolled in credit courses in all public post-secondary institutions, less than 600 students were registered in an international business credit course in 1988-89 with the majority being in the university sector (476). Alberta institutions reported 349 students enrolled in non-credit international business courses with 213 of these in the university sector. A total of 28 instructional staff were involved in international business program delivery across the post-secondary system.

The University of Alberta, The University of Calgary, The University of Lethbridge, Banff Centre, Grant MacEwan Community College and NAIT reported offering credit and/or non-credit courses. Courses in legal relations, management economics, finance, marketing, cultural relations as well as a number of "support"



courses in languages and geographic area studies were provided. However, there were no undergraduate majors or graduate specializations in international business. A certificate program at the developmental stage was reported by Grant MacEwan Community College. There would appear to be little coordination of offerings and initiatives amongst institutions which have pursued their individual interests in this area.

The University of Alberta, The University of Calgary and Banff Centre deliver limited executive development programming which has contributed to the development of contacts between Alberta businesses and those in Asia. The Division of International Business provides a focus for international business education at The University of Calgary. The Division was established in 1986 and is a part of the International Centre (formerly the Centre for International Education and Business). In a recent development, the University of Alberta has received approval of support by the Department of External Affairs for the establishment of a Centre for International Business Studies to be located within the Faculty of Business. The Centre will be operational within a year.

Alberta universities are engaged, in varying degrees, in international business education research projects, the majority of which are funded by external agencies, including foreign organizations and governments. It was noted that, although not delivering international business programming per se, several institutions are extensively involved in international development projects overseas.

### Other Western Provinces

In British Columbia, diploma and post-diploma programs were available in the colleges and technical institutes with baccalaureate, master's and doctoral programs in international business education available from the University of British Columbia. Program development in Saskatchewan and Manitoba has occurred essentially within the university sector and includes the delivery of individual undergraduate and graduate courses in topics relating to international business and the provision of language training. A specialization in the development and management of international joint ventures at the master's level was available at the University of Saskatchewan.

A variety of executive development courses were provided through the two Centres for International Business Studies located at the University of British Columbia and the University of Manitoba. These Centres have undertaken and support research in international business. It should be noted that the Department of External Affairs recently has approved support for the establishment of a new Centre for International Business Studies at the University of Saskatchewan.

On the basis of this information, program development in the post-secondary sectors in Western Canada has progressed more in British Columbia than in the Prairie Provinces. The information provided suggested that the development

which has occurred has not been coordinated within or amongst institutions but rather reflects particular interests of staff or aspirations of the institutions (e.g., international development projects) for an international business education presence.

### European Institutions

The analysis of the programs of three successful European schools of international business revealed that these schools offer intensive, ten to twelve-month M.B.A. programs in international business. In addition, a major focus of their programming was in the area of shorter-term, high demand executive development programs as well as custom-tailored and in-house training programs for senior staff. European schools were typically established and maintained by major private sector corporations and are operated as private sector entities. There is a high ratio of foreign students and executives enrolled and a heavy reliance on foreign faculty.

The eleven American schools analyzed reported relying heavily on a high foreign student enrollment to establish an international context for their international business school operations. American schools tended to maintain linkages with foreign business schools and offer executive development as well as graduate M.B.A. programs. Their graduate programs provided specializations in international business and include language training and geographic area studies.

### The Nature of International Business Education Programming Required

Results from interviews of interest groups suggested that there is a need to have an integrated approach to the development of international business education. Respondents indicated that an integrated approach should include all levels of education starting at elementary levels and proceeding through to secondary and various adult education programs. Government officers concurred that education about different cultures and languages should begin at an early age and continue through college and university.

The Report of the Advisory Council on Adjustment, *Adjusting to Win*, stated that the attitudes of Canadian companies to exporting must change fundamentally if they are to take advantage of opportunities offered by an evolving international trading environment (Advisory Council on Adjustment: 1989). Victor (1987) has noted that the objective is not to learn a great deal about one culture or market or to divide the world into foreign and domestic markets, but to promote a cross-cultural perspective on the global economy by training students to observe cultures and ask the right questions.

A similar theme was included in the briefs received - essentially that there is a strong need to develop a trading culture in Canada and Alberta if the challenges of global trade are to be met. An acceptance of non-traditional business prac-



tices used in other countries, aggressive pursuit of non-North American markets, and cooperation between domestically competitive companies to access foreign markets was highlighted. Government officers agreed with these views. In their opinion, Alberta companies have limited knowledge and understanding of the demands of international markets, business practice differences and cultural differences at present.

Respondents to the interest group survey and government officers noted that our immigrant populations, ethnic communities and numerous multi-cultural organizations can serve as catalysts to international business education. Rather than the "product concept" as a way of thinking and conducting international business, respondents commented that Alberta's business community must adopt the "marketing concept" where businesses develop the capability for identifying customer needs and managing new product development to meet those needs. In addition, respondents felt that Alberta businesses need to develop a more in-depth understanding of differences in cultures and markets.

While agreeing that people are key in an international business strategy, participants in the interest group interviews indicated that our international business education activities must focus on key markets, be innovative (i.e., use distance education techniques, cooperative education/work programs and student exchanges) and require close cooperation amongst government, business and educational institutions. Similar views were expressed in the briefs submitted to the Task Force.

While interest group respondents felt that Alberta could enhance its existing business education programs by "internationalizing" them, there was strong interest in making general international business education accessible throughout the province rather than developing an "elite" management institute. The analysis of written briefs submitted suggests that training by post-secondary institutions and industry should be based on direct skills transfer by experienced instructors and that modifications to current programs and approaches rather than implementing new programs, was required.

Information from the industry interviews suggested that university level international business education could meet longer-term educational and training needs for international business. In their view, short-term programs aimed at responding to the immediate needs of experienced international business professionals were of higher priority. Questionnaire respondents generally concurred with this view. Fifty-nine percent indicated that they were aware of a range of post-secondary learning experiences ranging from graduate training to 1-5 day workshops; only 27 percent indicated that they had participated in some form of post-secondary education or training and 54 percent of respondents indicated they would participate.

In terms of effectiveness, respondents viewed advanced management programs (4-8 weeks full-time), workshops and seminars (1-5 days), executive develop-

ment courses (1-4 weeks full-time), graduate programs and international business courses (8-12 weeks part-time) as most effective in meeting their needs for education and training. With respect to program effectiveness, one respondent to the business questionnaire noted: *''It is my opinion that course instructors should be from industry and not from academia as there is no text book that covers the real world situations one encounters on a day-to-day basis.''*



# ISSUES

The following key issues have emerged from the study:

## **Definition of Education and Training for International Business**

There would appear to be a basic question of: "What is International business education?" As one respondent to the business questionnaire stated: *"I would have to say that I am happy with the quality of the people we have with us who are involved with international marketing. I think that their skill levels are quite sufficient for the task, and I guess I question just what 'international business education' is vis-a-vis 'general business education'."*

Perhaps that there is a definitional question at all reflects the early state of thinking about and practice of international business in Alberta. There would appear to be no specialized or unique body of knowledge that one could call "international business". However, the information gathered suggests that there is a recognition that knowledge and understanding of sound business practices need to be taught and applied in an international context.

As well, there is a recognition that, in relation to cultural and linguistic appreciation and understanding, education and training are very important to developing the international context. Finally, there is a recognition that developing an international context is properly a life-long learning activity not totally confined to the post-secondary system but also involving the public school system in Alberta.

## **The Need for Education and Training in International Business**

Among Alberta businesses, there is a wide disparity in the volume and nature of business carried out on an international basis. Accordingly, a wide range of international education and training needs were identified as more or less urgent at this time.

Multi-national companies operating in Alberta generally have their needs for international business education met elsewhere. Grass-roots Alberta companies see the value of formal post-secondary education and training in the long-term but currently place greater utility on practically-oriented short courses and programs. The Task Force has established that there are a variety of needs for education and training for international business. Addressing these requirements will assist Alberta businesses to operate successfully in the international marketplace.

1. At the broadest level, there is a general need to develop a “trading culture” leading to greater awareness on the part of Albertans and Alberta business of the potential for growth and development of the provincial economy which has its basis in international trade, especially international trade with the United States.
2. There would appear to be a need for an increased exposure or emphasis on foreign language training and cultural appreciation in the public school curriculum, especially for those countries of strategic economic importance to Alberta.
3. As well, there is a requirement for organized program development in the post-secondary sector which will address the short-term and long-term needs for education and training in international business.

The Task Force has determined that the current level of programming in the post-secondary sector is at a very formative stage. In view of the needs noted above, the following questions need to be addressed:

1. what further program development in Alberta’s educational system should be planned;
2. within the post-secondary sector, what programming is required;
3. how should programs and services be implemented so as to avoid unnecessary duplication; and,
4. what level of fiscal support will be required for successful implementation?

Within the post-secondary sector, the Task Force has determined that at least three areas should be examined:

1. the coordinated planning and delivery of high-quality short courses and programs relevant to the specialized needs of Alberta businesses as identified by this and other needs assessment studies;
2. the review and revision of existing program curricula in order that they reflect the global reality into which students will graduate; and,
3. the desirability and timing for developing formal certificate, diploma and degree programs.



## **Leadership, Commitment and Planning**

Regardless of the information source, a third major issue is that of leadership and commitment. Who should take the lead in the provision of international business education, the institutions? Alberta business? the government?

The Alberta Government has implemented a variety of innovative and effective programs targeted to address the international trade and investment objectives of the province. There is strong evidence in this study of a willingness by Alberta business to work cooperatively with government and the post-secondary institutions in meeting the educational and training needs for international business. Most importantly, there is a recognition that the current level of coordination amongst the private sector, post-secondary institutions and government needs to be enhanced if Alberta businesses are to increase their success in the international marketplace, if the post-secondary system is to fulfill its mandate for providing access to high-quality programs and services, and if the Alberta Government, through the coordinated efforts of its various departments, is to facilitate the continuing development of international business opportunities.

A major question to be addressed is just how the province should go about planning and organizing a program which addresses the needs for international business education and training and, in so doing, takes account of the interests, capabilities and resources of the three key stakeholders.

# RECOMMENDATIONS

For Alberta business to be consistently successful in the international market-place, we need to be realistic about our strengths and weaknesses. Businesses need to continually improve their product and move to secure and/or dominate a market. Short and medium-term goals are required as well as strategies that will achieve success.

The objectives for an international educational/business initiative need to include the further enhancement of Alberta's track record in the international trade and investment areas (i.e., trade elsewhere and investment here) and the enhancement of the international awareness and expertise of Albertans generally. At the same time, we need to have a clear view about what education and training can in fact contribute to the profitability of international business ventures. Implementing an effective and efficient strategy for international business education and training requires the involvement and commitment of Alberta business and educators.

The basic objective of the current work of the Task Force was to gather information on international business education needs and programs as outlined in its mandate. Further study is now required to determine a recommended course of action to deal with the needs identified. This study should take into consideration that the post-secondary institutions are, at present, ready to cooperate with each other, and that the need for a coordinated response on their part has been identified. A further consideration is that any new programs recommended would need the cooperative support of the private sector and government and may require additional resources to meet high priority program needs. The major stakeholders of the private sector, government and the post-secondary institutions should play an essential part in carrying out further work in this area, with a wider array of agencies and individuals serving as resource persons for purposes of consultation.

Accordingly, this Task Force recommends the following:

1. The Government should establish Phase II of the Task Force for the purpose of formulating concrete measures of a short, medium and long-term nature to meet the international business education and training needs and demands identified in Phase I.
2. Specifically, Phase II should make recommendations for government consideration concerning:
  - 2.1 alternatives for coordinating and funding international business education.



- 2.2 the coordinated delivery of high-quality short courses and programs relevant to the specialized needs of Alberta businesses.
  - 2.3 the review and revision of existing curricula to reflect the changing global environment.
  - 2.4 the desirability and timing for developing certificate, diploma and degree programs.
3. Membership on the Phase II Task Force should be workably small, yet include representation from the private sector, government and various sectors of the post-secondary education system. As well, extensive consultation with external resource agencies and individuals should be established.

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# MINISTERIAL TASK FORCE ON INTERNATIONAL BUSINESS EDUCATION

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